

# Evaluation of clinical education among students of Nursing College in Babylon University

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## الخلاصة:

دراسة ميدانية اجريت على طلبة كلية التمريض / جامعه بابل للتعرف على تقييم الطلبة للتدريب العملي في المستشفى شملت العينة ( ٣٠ ) طالب وطالبة من المرحلتين الدراسيتين الثانية والرابعة. وقد صممت استمارة استبنايه خاصة لذلك واعتمدت فيها اللوائح الخاصة بمفردات المناهج العالمية والمعتمدة ايضا في العراق لجمع البيانات الخاصة بالدراسة. اظهر التحليل الاحصائي للبيانات ان المتوسط الحسابي لدرجات فاعليه التعليم السريري قد بلغ (٨٩,١) وبانحراف معياري قدره (٤,٨) اما المتوسط الفرضي فقد بلغ (٦٨) ولمعرفه دلالة الفرق استخدم الاختبار التائي لعينه واحده وعند مقارنه القيمة التائيه المحسوبه البالغه (٧,٩) مع القيمه الجدوليه البالغه (٣,٩٨) عند مستوى دلالة (٠,٠١) ظهر ان الفرق دال إحصائيا وهذا يعني ان التدريب السريري وما يقدم للطالب من خلال ذا فاعليه فهو يفوق الحدود المعتدله. توصي الدراسة باجراء بحوث مفصله ذات عينه اكبر وتشترك فيها كل كليات التمريض في العراق.

## Abstract:

Nursing College in the University of Babylon. The sample consisted of (30) students from both sexes and from the 2<sup>nd</sup> and 4<sup>th</sup> year. The instruments used included a questionnaire to identify the way of evaluation and the purposes of the study. The main results shows the sample mean for the evaluation of the clinical education was (89.1), standard deviation (4.8) while the hypothetical average was (68) with t-test of (7.9) which indicates strong significant results that means students benefit from the clinical learning was very good and the clinical part of the learning process is very interested. The primary objective of measuring clinical performance in nursing education is to ensure students can provide safe care. The main recommendations included more studies should be conducted to include bigger sample from all the colleges of Nursing in Iraq.

Keywords: clinical education, clinical performance, nursing education programs

## Introduction:

All nursing education programs have a clinical component, in Which students are supervised by clinicians in a clinical setting, such as hospitals, a clinic, home care or long-term care.(2)

Most education programs prescribe a number of hours of clinical work that nursing students must complete. A teacher is responsible with the students to clinical experiences necessary to meet the learning objectives and also for providing feedback to the nursing student. (10)

An appropriate background in clinical knowledge and theory will help prepare nursing students for competent clinical performance. The areas of clinical performance required by nursing students include taking a history, physical assessment, medical procedures (such as inserting an IV or a catheter) interpersonal skills with patient, family and other professionals and the development of a treatment plan(11)

The National Student Nurse's Association code of ethics mentions that students are involved in clinical and academic environments; students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide safe, quality nursing care.

Another responsibility of nursing students is to advocate for the rights of all clients, maintain client confidentiality in academic setting, and in the special circumstances, take appropriate action to ensure the safety of clients, self, and others, provide care for the client in a timely, compassionate and professional manner.

Communicate client care in a truthful, timely and accurate manner, actively promote the highest level of moral and ethical principles and accept responsibility for action, promote excellence in nursing by encouraging lifelong learning and professional development, treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.(4,5)

Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care, use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

Nursing is a fast paced ever-changing field that leaves little or no room for error, encourage faculty, clinical staff, and peers to mentor nursing students, refrain from performing any technique or procedure for which the student has not been adequately trained, omission of care or procedure that create any injury to client, encourage researches, and strive to achieve and maintain an optimal level of personal health. The main objectives of the study are to identify the main characteristics of the sample and to evaluate the clinical performance of the students in the clinical area.

### **Subjects and Methods:**

Study design and sample: A filed study was conducted in the college of nursing/university of Babylon (2<sup>nd</sup> and 4<sup>th</sup> stage) from the 1<sup>st</sup> of /August/2011 to 30<sup>th</sup> September/ 2011. A convenient sample size of 30 students was selected.

**Materials and population:** The population of the recent study involves selection of students from the second and fourth year in the college, (13) were boys from both grads and (17) were girls.

**Procedure:** A check-list was prepared to collect the data from the participants that including the general information and the demographic data as well as the items of purpose of the student's clinical education.

**Statistical methods:** Items was weighed on ( Lekert scale) giving the weight (3) for the (agree), (2) for the (some times) and (1) for the (disagree)

Data were computerized and analyzed by the use of mean, standard deviation, and t-test.

### **Results:**

Total number of students was 30 table number (1) shows the distribution of sample according to age, sex and grade.

Table No. (1) Distribution of sample according to age, sex and class

Variables	Frequency	percentage
1. Age		
20-22 years	24	80
23-25 years	6	20
Total	30	100
2. Sex		
Male	13	43.3
Female	17	56.6
Total	30	100
3. Class		
2 <sup>nd</sup>	16	53.3
4 <sup>th</sup>	14	46.6
Total	30	100

Table No. (2) Shows the mean, standard deviation of the sample

Sample	Mean	Standard Deviation	Hypothetical average	t-test	Normal distribution	P value
30	89.1	4.8	68	7.9	3.98	0.01

Table No. (3) Shows the mean, standard deviation of the female students

Sample	Mean	Standard Deviation	Hypothetical average	t-test	Normal distribution	P value
17	89.9	5.2	68	8.2	3.24	0.01

Table No. (4) Shows the mean, standard deviation of the male students

Sample	Mean	Standard Deviation	Hypothetical average	t-test	Normal distribution	P value
13	88	3.9	68	6.8	3.6	0.01

Table No. (5) Shows the differences between the students according to student's class

Sample	Class	Correlation Coefficient	Z Value	Hypothetical average	P value
30	2 <sup>nd</sup>	86.2	1.14	1.96	0.05
	4 <sup>th</sup>				

Table No.(6) shows the differences between the sample according to the student's sex

Sample	Class	Correlation Coefficient	Z value	Hypothetical average	P value
30	Male	8.34	1.65	1.96	> 0.05
	Female				

### Discussion:

Table No. (1) shows that (80%) of the sample was students aged 20-22 years old and this the normal age for college students, according to sex the percentage was (56.6%) for the female little more than the male the result is accepted due to the nature of the field as nursing profession, the same table shows that highest percentage was students in the second year (53.3%) according to number of students of admitted in the particular academic year. Age is known to be significant predictors of academic achievement among nursing students. (5)

The results in table No.(2) shows the sample mean for the evaluation of the clinical education was (89.1), standard deviation (4.8) while the hypothetical average was (68) with t-test of (7.9) which indicates strong significant results that means students benefit from the clinical learning was very good and the clinical part of the learning process is very interested. The primary objective of measuring clinical performance in nursing education is to ensure students can provide safe care.(9)

In table No. (3) Shows the distribution of the sample as female student's results shows that female students have strong benefit from the clinical learning in mean of (89.9) with t-test value (8.2). Practices different types of nursing procedure, taking up responsibility of patients, respect their needs, able to listen to suffering. (5)

The results of table No. (4) indicates the effectiveness of the clinical learning on the male students and what they are practicing in the clinical area and their objectives results from their mean (88) shows that the students response to the clinical teaching working in more freedom able to identify patient's needs and problems with t-test of (6.8)

For identifying the differences among the sample regarding their grade as 2nd or 4th year the investigators used the Z test which came in the result of (1.14) which indicates no statistical significant between the students in both class. Table No. (5)

Table No. (6) Shows that there is no significant result among the students as gender. Correlation coefficient (83.4) since both classes were exposed to the same teaching opportunities either the theory or clinical as well as their summer training which mostly exposed them to the same learning experiences, in edition that they have finishes the curriculum and same number of hours.

### Conclusion:

The recent study was designed to evaluate the clinical learning of the nursing student in the college of nursing university of Babylon, the male, female students were involved as well as the students were selected from different class to identify the differences of their performance. More studies and references should be taken to extend the sample.

### **Recommendations:**

1. Involve more colleges of nursing to compare between them if there are any significant differences
2. More studies should be taken place to cover all the issues related to the topic
3. Give more chances to the students to evaluate the clinical performance

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